

# **Communication in the structure of predictive competence of junior schoolchildren with developmental disabilities**

Mingalieva D., Aleksandrovna I.

*Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia*

---

## **Abstract**

**Introduction:** The relevance of the problem of studying communicative features in junior schoolchildren with disabilities is determined by the need to identify components of predictive competence as a predictor of success/failure of the socialization process and the occurrence of various deviations in this category of children. The need to study this problem is due, on the one hand, to the state's course aimed at the successful integration and socialization of persons with a deficit development, on the other, an increase in the signs of deviant behavior in the adolescent environment. This forms the purpose of this study: studying the communicative features of children of primary school age as predictors of the risks of forecasting disruption, the insufficient development of which can lead to the emergence of behavioral deviations. **Methods:** The basic method of work is an experiment that includes the methods for generalizing the constructive-comparative analysis, collecting anamnestic data of a child, the expert evaluation method, observation of speech activity and behavior of children. **Results:** The analysis of data obtained during the research made it possible to expand the scientific understanding of the prognostic features of younger schoolchildren with a deficit and normative development at a communicative level. **Discussion:** The data obtained in the study confirm that the problem of studying the communicative features of junior schoolchildren with a deficit type of mental dysontogenesis in the process of interaction and cooperation, as well as their communication potentials in the structure of prognostic competence, is not sufficiently covered. **Conclusions:** we proved the influence of the unformed communicative sphere of junior schoolchildren with developmental disability on the development of their prognostic abilities. **Summary:** The results of the experimental study allowed outlining the directions for further research in the development of diagnostic tools for studying the communicative features of junior schoolchildren with developmental disabilities and developing special individual programs for their development. The data obtained in this study can be used by the specialists involved in the education of children with disabilities.

---

## **Keywords**

Children with disabilities, Communication, Communicative features, Junior school age, Prognostic competence, Socialization

## References

- [1] N. P. Nichiporenko, "Phenomenon of Anticipatory Abilities as a Subject of Psychological Research, " in *Psychological Journal*, V (2006), p. 50-59. URL: <http://www.studfiles.ru/preview/4225082/page:6/>, accessed 31. 03. 2017
- [2] A. A. Tvardovskaya, A. I. Akhmetzyanova, T. V. Artemyeva, I. A. Nigmatullina, "Anticipation Phenomenon in the Structure of Deviance: Analytical Research Review, " in *International Journal of Humanities and Cultural Studies (IJHCS)*. III (2016), no. 1, p. 418-425. URL: <http://ijhcs.com/index.php/ijhcs/issue/view/18>, accessed 04. 04. 2017.
- [3] Melissa A. Sreckovic, "Examining the Efficacy of Peer Network Interventions on the Social Interactions of High School Students with Autism Spectrum Disorder, " in *Journal of autism and developmental disorders*. III (2017), no. 8, p. 2556-2574
- [4] A. Mrachko, (2017). "Examining Paraprofessional Interventions to Increase Social Communication for Young Children With ASD, " in *Topics in early childhood special education*, XXXVII (2017), no. 1, p. 4-15.
- [5] J. Marshall, "Language development, delay and intervention the views of parents from communities that speech and language therapy managers in England consider to be under-served/J. Marshall, S. Harding, S. Roulstone, " in *International journal of language & communication disorders*, LII (2016), no. 4, p. 489-500.
- [6] A. Sylvestre, "Social participation of children age 8-12 with SLI, " in *Disability and Rehabilitation*, XXXVIII (2016), no. 12, p. 146-156.
- [7] K. Bunning, "Investigation of practices to support the complex communication needs of children with hearing impairment and cerebral palsy in a rural district of Kenya: a case series, " in *International Journal of Language & Communication Disorders*, IIL (2013), p. 689-702.
- [8] B. Karen, "Developing the personal narratives of children with complex communication needs associated with intellectual disabilities: What is the potential of Storysharing((R))?, " in *Journal of applied research in intellectual disabilities*, XXX (2016), no. 4, p. 743-756.
- [9] E. L. Cherkasova, *Speech Communication of Children of Primary School Age: Study, Diagnosis and Development*, Moscow, National Book Center, 2011.